



## GALLMAN ELEMENTARY

255 Hawkins Rd  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	459 Students	
<b>Principal</b>	Elizabeth R. Griffith	803-321-2655
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Jody Hamm	803-276-7552

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	11	96	24	5

\* Ratings are calculated with data available by 11/09/2011.

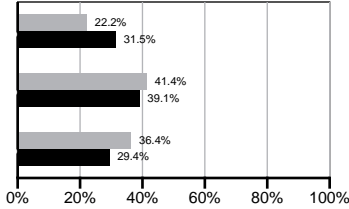
Palmetto Assessment of State Standards (PASS)

Exemplary

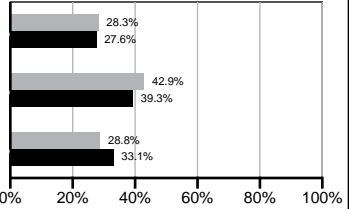
Met

Not Met

English/Language Arts



Mathematics

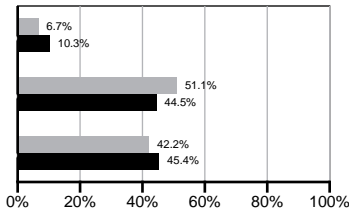


Exemplary

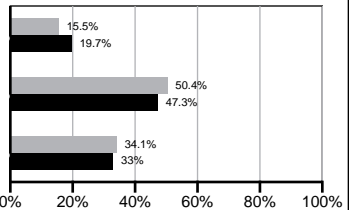
Met

Not Met

Science



Social Studies

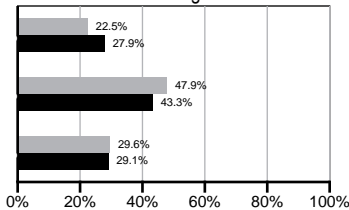


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=459)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.3%	1.4%	1.1%
Attendance rate	95.7%	No Change	95.9%	96.2%
Served by gifted and talented program	33.0%	Up from 20.5%	8.6%	13.4%
With disabilities other than speech	2.9%	Down from 9.8%	4.4%	4.1%
Older than usual for grade	1.1%	Down from 1.9%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	79.4%	Up from 75.0%	60.9%	62.5%
Continuing contract teachers	88.2%	Up from 80.6%	85.6%	88.2%
Teachers returning from previous year	85.8%	Up from 85.0%	86.3%	87.8%
Teacher attendance rate	95.6%	Up from 93.3%	95.1%	95.2%
Average teacher salary*	\$45,996	Up 2.2%	\$45,831	\$46,773
Professional development days/teacher	10.1 days	Down from 20.4 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 13.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.3 to 1	18.3 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 87.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,393	Down 0.2%	\$7,789	\$7,447
Percent of expenditures for instruction**	75.6%	Up from 74.7%	68.1%	68.4%
Percent of expenditures for teacher salaries**	74.2%	Up from 72.2%	65.1%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Gallman Elementary continues "Leaping into Learning" with our staff, parents, and community working together to provide quality educational opportunities for all students. Students have thrived in our warm, caring environment and have reached out to others through activities supported by the school such as: Adopt -A-Family, Pennies for Patients, Jump Rope for Heart, and Relay for Life. Student support and donations continue to surpass our expectations and reinforces our spirit of giving and caring for others.

As we began the 2010-2011 school year, the School Leadership Team met to analyze current student data and school surveys. The analysis of the data, which was shared with our School Improvement Council (SIC), teachers, and parents, continued to be very encouraging as we showed school-wide improvement across most subject areas. Professional development in analyzing MAP data was provided to our faculty.

Gallman teachers were provided opportunities to expand their knowledge and expertise through attendance at workshops, working with site-based consultants, participating in technology training, and pursuing advanced degrees. At present, we have three teachers who are National Board Certified. The School Leadership Team, along with a representative group of teachers, is participating in Raising the Bar, a goal-focused approach for data-driven school change.

Several school-wide programs and activities are being used to promote achievement and encourage students to exemplify good habits. These programs include our Awards Day and LEAP Day held each nine weeks. As a part of our positive behavior intervention strategies, students earn LEAP tags for meeting school-wide behavior goals. LEAP tags are traded for extra privileges such as tea for lunch and eating with the Principal. Parents and family members were provided opportunities to participate in school activities. Grandparents, Moms, and Dads were invited to breakfast. Hispanic Parent Workshops, Curriculum Expo night and PASS night were held. Cultural events such as Cinco de Mayo were celebrated. Our PTO organization continues to provide outstanding assistance and incentives for students, teachers, and the school through fundraising and volunteer projects.

Highlights of our year include: selection as a pilot school for the State Department of Education's Literacy Academy; providing a 21st Century After-School program; purchasing additional computers, SmartBoards, and document cameras; receiving a Newberry County Memorial Hospital Healthy Hearts grant; and the selection of students as SAFE KIDS Calendar winners. Also, our school was awarded the Fresh Fruits and Vegetable grant and partnered with Harvest Hope Food Bank in providing the Backpack Weekend Food Project.

Learning at high levels in a safe nurturing environment with the support of families and the community continues to be our focus at Gallman Elementary School.

Elizabeth R. Griffith, Principal  
Nicole Epps, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	50	41
Percent satisfied with learning environment	97.3%	92.0%	83.8%
Percent satisfied with social and physical environment	94.6%	94.0%	83.8%
Percent satisfied with school-home relations	73.0%	100.0%	81.6%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	221	99.6	36.3	41.3	22.4	75.1	76.6	82.4	No	Yes
<b>Gender</b>										
Male	111	99.1	44.6	39.6	15.8	68.3	70.3	78.7	N/A	N/A
Female	110	100	28	43	29	82	83.2	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	31.9	36.2	31.9	76.6	85.7	88.9	Yes	Yes
African American	124	99.2	41.8	42.7	15.5	70	65.5	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	47	100	25.6	44.2	30.2	88.4	76.1	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	32	96.9	82.1	10.7	7.1	35.7	43.2	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	29.4	47.1	23.5	85.3	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	187	99.5	37.1	41.9	21	76	69.9	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	221	99.6	29.4	42.8	27.9	80.1	80.2	81.9	Yes	Yes
<b>Gender</b>										
Male	111	99.1	31.7	43.6	24.8	81.2	76.5	79.9	N/A	N/A
Female	110	100	27	42	31	79	83.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	21.3	40.4	38.3	83	88.5	88.9	Yes	Yes
African American	124	99.2	35.5	44.5	20	74.5	69	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	47	100	20.9	41.9	37.2	93	83.4	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	32	96.9	53.6	39.3	7.1	57.1	48.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	20.6	44.1	35.3	91.2	82.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	187	99.5	28.1	44.3	27.5	81.4	74	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	149	99.3	42.3	50.4	7.3	57.7	64.8	68.6
<b>Gender</b>								
Male	71	98.6	50	40.9	9.1	50	62.5	68.3
Female	78	100	35.2	59.2	5.6	64.8	67.2	68.9
<b>Racial/Ethnic Group</b>								
White	28	100	29.6	59.3	11.1	70.4	80.8	80.7
African American	91	98.9	50.6	45.8	3.6	49.4	45.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	29	100	26.9	57.7	15.4	73.1	64.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	23	95.7	63.2	31.6	5.3	36.8	30	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	23	100	28.6	57.1	14.3	71.4	62.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	127	99.2	42.6	50.4	7	57.4	54.4	57.3

**Social Studies**

All Students	147	98.6	34.4	50.4	15.3	65.6	66.8	72.5
<b>Gender</b>								
Male	74	97.3	39.4	47	13.6	60.6	64	72
Female	73	100	29.2	53.8	16.9	70.8	69.6	73.1
<b>Racial/Ethnic Group</b>								
White	39	100	29.7	59.5	10.8	70.3	77.3	81
African American	75	97.3	42.9	44.4	12.7	57.1	52.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	32	100	20	53.3	26.7	80	70.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	20	95	N/AV	N/AV	N/AV	35.3	39.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	25	100	17.4	60.9	21.7	82.6	71.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	122	98.4	33	50.9	16	67	59.5	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	74	100	29.6	47.9	22.5	70.4	67.6	73.2	95.7	95.8
Gender										
Male	36	100	32.4	58.8	8.8	67.6	59.9	67.2	95.8	95.7
Female	38	100	27	37.8	35.1	73	75.8	79.4	95.6	96
Racial/Ethnic Group										
White	16	100	18.8	50	31.3	81.3	79.1	81.5	96	95.9
African American	42	100	40	40	20	60	52.5	61.3	95.2	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	95.7	96.2
Hispanic	16	100	13.3	66.7	20	86.7	69	66.7	96.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	95.7
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	25.3	26	94.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	94.8
English Proficiency										
Limited English Proficient	12	100	8.3	75	16.7	91.7	65.3	65.7	97.1	96.1
Socio-Economic Status										
Subsidized meals	63	100	33.3	50	16.7	66.7	57	63.2	95.6	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	70	100	37.1	25.8	37.1	62.9
	4	82	100	35.1	45.5	19.5	64.9
	5	69	98.6	23.4	54.7	21.9	76.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	100	49.2	31.7	19	50.8
	4	76	98.7	35.8	40.3	23.9	64.2
	5	75	100	25.4	50.7	23.9	74.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	70	100	37.1	37.1	25.8	62.9
	4	82	100	33.8	50.6	15.6	66.2
	5	69	98.6	31.3	51.6	17.2	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	100	36.5	33.3	30.2	63.5
	4	76	98.7	26.9	46.3	26.9	73.1
	5	75	100	25.4	47.9	26.8	74.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	36	100	54.5	36.4	9.1	45.5
	4	82	100	48.1	48.1	3.9	51.9
	5	32	96.9	27.6	69	3.4	72.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	35	100	60.6	30.3	9.1	39.4
	4	76	98.7	34.3	58.2	7.5	65.7
	5	38	100	40.5	54.1	5.4	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	35	100	33.3	46.7	20	66.7
	4	82	100	27.3	61	11.7	72.7
	5	36	97.2	30.3	48.5	21.2	69.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	35	100	40	46.7	13.3	60
	4	75	98.7	34.8	48.5	16.7	65.2
	5	37	97.3	28.6	57.1	14.3	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	71	98.6	48.4	38.7	12.9	51.6
	4	83	97.6	32	46.7	21.3	68
	5	67	92.5	18.3	55	26.7	81.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	74	100	29.6	47.9	22.5	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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